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ABSTRACT

Federal legislation to improve education passed in 1994 is reviewed and two major bills are discussed in greater detail. Emphasis is on the legislation's provisions for improvement of educational standards and access to improved education for all students, especially the disadvantaged. An introductory section highlights the provisions of three pieces of legislation: Goals 2000: Educate American Act; the School-to-Work Opportunities Act; and the Improving America's Schools Act (IASA), especially five of its 14 titles that affect the education of linguistically and culturally diverse students. These elements of Goals 2000 are explained: the call for systemic school reform; federal funds to support reform; the objective of high standards for all students; excellence principles; and new ways of assessing student achievement. Discussion of IASA focuses on the provisions of Title I (helping disadvantaged children meet high standards), Title II (professional development), Title VII (bilingual education, language enhancement, and language acquisition programs), and Title XIII (technical support and assistance to improve education). Contains 10 references. (MSE)

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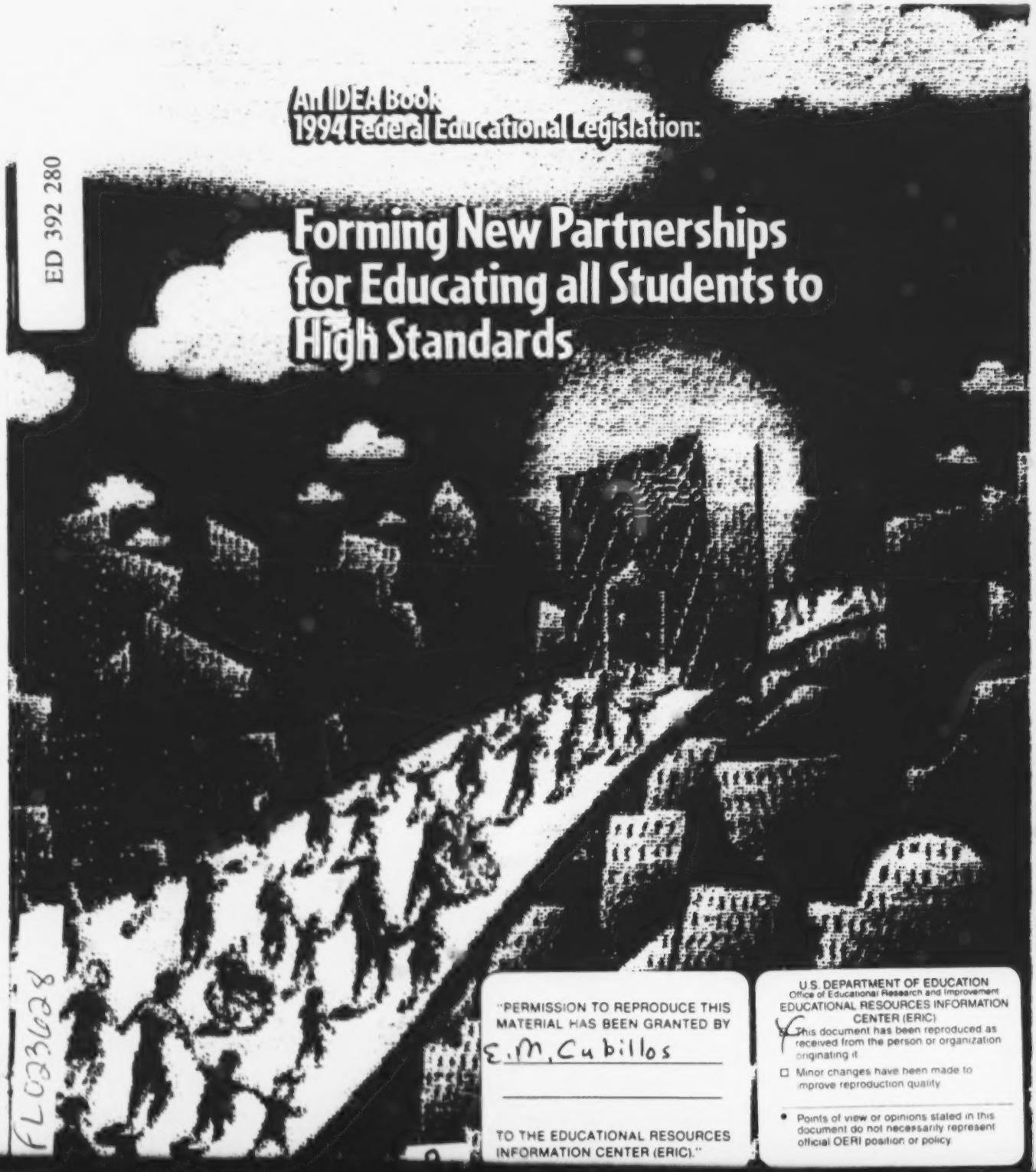

An IDEA Book
1994 Federal Educational Legislation:

Forming New Partnerships for Educating all Students to High Standards

ED 392 280

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April 1995

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NCBE

The George Washington University
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Preface

This Idea Book focuses on how Goals 2000 and the IASA legislation can work together to build strong programs for LEP and all students.

"No other country is so well-positioned to move into the 21st century, to live in a global society that is more peaceful and more secure–no one. But it all depends upon whether we develop the God-given capacity of every boy and girl in this country, no matter where they live, no matter what their racial or ethnic or religious background is."

President Clinton,
October 20, 1994

NINETEEN NINETY-FOUR WAS A watershed year for America's schools. *The Goals 2000: Educate America Act* was passed and the *Elementary and Secondary Education Act* was reauthorized under the name of the *Improving America's School Act (IASA)*. In addition, in 1994 the *Safe Schools Act* (Title IV of *IASA*) and the *School-to-Work Opportunities Act* were enacted by Congress and signed into law by President Clinton. *Goals 2000* and the *Improving America's Schools Act* are designed to work in tandem to build the capacity of state (SEA) and local education agencies (LEAs) for addressing reform at the local level. The overarching principle for accomplishing lasting change in the nation's schools is systemic (comprehensive) reform. More than two decades of research and practice show that fundamental and lasting improvement is more effective when all the elements of the education system—LEAs, SEAs, the federal government, parents, teachers and the community—are linked together to focus their efforts on the whole enterprise of educating students, not on isolated components.

This document highlights portions of *Goals 2000* and *IASA* relating to the education of limited English proficient (LEP) students in this country and the linkages that can be forged for meeting the educational needs of all students. In particular, this document highlights legislative changes in Titles I and VII that specifically address the education of LEP students.

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Foreword

"By upgrading and aligning instruction, professional development, assessments, challenging standards and accountability, the Federal resources from IASA can help provide the support that teachers, other school staff and parents will need to enable all children to become effective learners. Whether we succeed or fail in the implementation of the IMPROVING AMERICA'S SCHOOL ACT will make a world of difference. For our children it will mean the difference between finding doors opened or closed to them when they are adults–doors to high wage jobs, doors to participation in our democratic society, doors to personal fulfillment, doors to quality lives."

Thomas W. Payzant
Assistant Secretary for Elementary and Secondary Education
U.S. Department of Education
Baltimore, Maryland
December 1, 1994

The formation of new partnerships for educating all students to high standards is crucial to the future of this nation. As demographic projections indicate, the linguistic and cultural diversity of students in this country will continue to change. Federal, state, local agencies and schools must work more closely together to address today's and tomorrow's educational challenges—by sharing the commitment to equity and excellence for all students.

The reauthorized *Bilingual Education Act* (Title VII, *IASA*, 1994) embraces elements such as school and districtwide systemic reform, maximum local flexibility, enhanced state involvement, emphasis on high standards, establishment of parent and community partnerships, substantive commitment to professional development and assistance to state and local agencies serving immigrant students. Coupled with other programs included in the *IASA*, Title VII programs can fulfill their missions in promoting English and native language development and academic success for linguistically and culturally diverse LEP students.

This endeavor, however, cannot be accomplished without a strong commitment from federal, state and local agencies, policymakers, educators, communities and parents—working together to make an educational difference for this nation's children.

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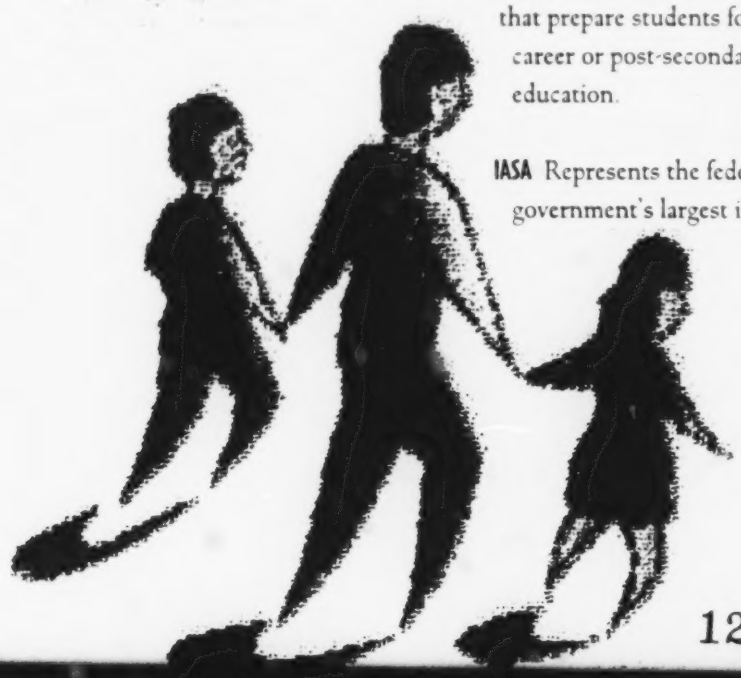
Highlights of New Federal Legislation in Education

"Our economic prosperity, our national security, and our nation's civic life have never been more linked to education than today as we enter the Information Age of the 21st century."

Richard W. Riley,
U.S. Secretary of Education



Goals 2000 Promotes school reform by encouraging states and local education agencies (LEAs) to set challenging standards for all children; strengthens professional development of teachers, and supports the development of new, more authentic assessments of student achievement.

School-to-Work Opportunities Act Promotes collaboration between employers, schools, labor organizations, and others to integrate work-based learning with school-based learning in order to successfully pursue opportunities that prepare students for a career or post-secondary education.

IASA Represents the federal government's largest investment in the nation's schools. There are 14 separate titles in *IASA*. Some of the titles effecting the education of linguistically and culturally diverse students include:

Title I Promotes high quality and comprehensive programs for economically disadvantaged children.

Title II Supports state and local initiatives to provide intensive, high quality professional development in core academic subjects.

Title IV Provides funds to states and local communities to combat school crime and violence; encourages partnerships between schools and community agencies to create safe, disciplined and drug-free environments for learning.

Title VII Supports programs to educate limited English proficient students to meet the same rigorous standards for academic performance expected for all students.

Title XIII Establishes a networked system of 15 Comprehensive Regional Assistance Centers to provide comprehensive training and technical assistance to SEAs, LEAs, and other recipients of *IASA* funding.

Goals 2000: A World Class Education for Every Child

GOALS 2000: EDUCATE AMERICA ACT represents a significant national effort to promote school reform by encouraging challenging academic and occupational standards for all students and providing support to states and local communities to help students reach those standards. *Goals 2000* also seeks to strengthen the professional development of teachers so that they are prepared to help their students meet the new standards and promotes the development of new, more authentic assessment systems to monitor student achievement.

National Education Goals

- ☆ All children in America will start school ready to learn.
- ☆ The high school graduation rate will increase to at least 90 percent.
- ☆ American students will be competent in all core academic subjects.
- ☆ The nation's teaching force will have the knowledge and professional skills to prepare all students for the next century.
- ☆ American students will be the first in the world in mathematics and science.
- ☆ Every adult in America will be literate and possess the skills necessary to compete in a global economy.
- ☆ Every school in America will be safe, disciplined, and drug free.
- ☆ Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

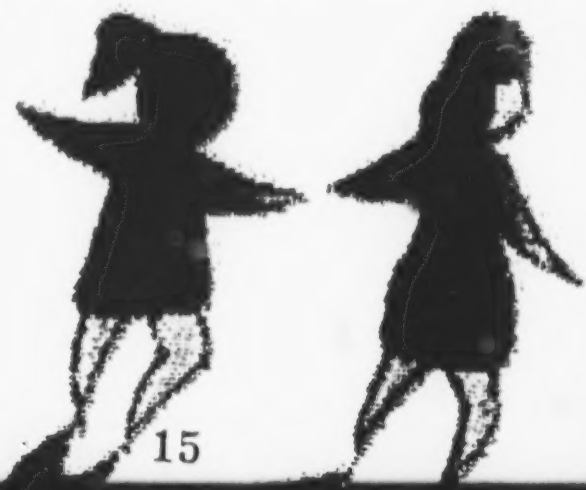
A Call for Systemic Reform of the Nation's Schools

GOALS 2000 CALLS FOR A FUNDAMENTAL shift in the way we think about school reform. It calls for systemic (comprehensive) reform of the entire system, starting with standards, curriculum, assessment practices, teacher preparation and professional development, and accountability. Federal funds will be offered to states and communities to help them plan and implement changes that significantly alter the entire system, not just one or two of the parts.

States will be encouraged to examine and redesign every component of the state's educational system, including teacher training and licensure, curriculum standards and assessments, parent and citizen involvement, and school management and organization.

States receiving GOALS 2000 funds must form a leadership panel to develop a comprehensive plan. The panel must include representatives from every sector of the community, including legislators and policy makers, educators, parents, and business and community leaders. Title VII educators and persons with expertise in the education of language minority students will have opportunities to serve on and advise these leadership panels.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 SUMMARY SHEETS.)



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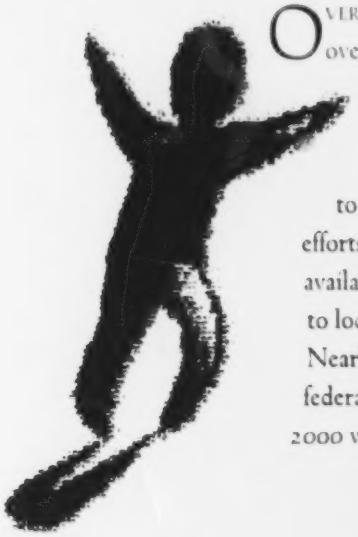
Federal Funds to Support School Reform



OVER THE NEXT FIVE YEARS, over five billion dollars in grants will be made to states and communities to encourage reform efforts. Most of the funds available will flow directly to local communities. Nearly 75 percent of the federal funds for *Goals 2000* will go directly to individual schools, and the rest to states and school districts to support the schools' reform efforts. Instead of making categorical grants for specific programs or particular students, under *Goals 2000*, the federal government will provide funds to local schools to support schoolwide, systemic reforms.

Setting High Standards for All Students

GOALS 2000 ENCOURAGES THE development of voluntary national and state performance standards in key content areas such as English, math, science, history, geography, foreign languages, civics and the arts. These standards will define what all students should know and be able to do as they move through school and graduate.

National standards are meant to provide a national focus, not a national curriculum. Under the *Goals 2000* legislation, federal funds will be directed to states and communities to help them develop their own challenging standards.

Taking the Lead... Professional associations and subject matter groups taking the lead in developing voluntary national standards:

Mathematics
National Council of Teachers of Mathematics

Civics and Government–Completion: November 1994
Center for Civic Education

Geography–Released: October 1994
National Council of Geographic Education

History–Completion: November 1994
National Center for History in the Schools at UCLA

Arts–Released: March 1994
Music Educators National Conference

Foreign Languages–Completion: January 1996
American Council for the Teaching of Foreign Languages, Inc. (ACTFL)

Science–Completion: February 1995
National Academy of Sciences

(Source: U.S. Department of Education, Office of Education, Research and Improvement, 1995)

Excellence Principles

GOALS 2000 ALSO PROVIDES GRANTS TO states to support the development of voluntary excellence principles, which would lay out the teaching conditions and resources needed for all students to have a fair opportunity to learn. Excellence principles might focus on factors such as accessibility to curriculum and coursework, the training and preparation of teachers, the quality of instructional materials and equipment available, and the curriculum supervision provided. For LEP students such principles might address the preparation of teachers to work with LEP students, access to learning materials in the students' native languages, and access to instruction in the core subjects while English proficiency is being developed.

"Language minority students must be provided with an equal opportunity to learn the same challenging content and high level of skills that school reform movements advocate for all students."

"Setting high expectations for all children will further the cause of educational equity, provided that appropriate, high-quality instruction and other essential resources are available."

(Source: Standford Working Group, FEDERAL EDUCATION PROGRAMS FOR LIMITED-ENGLISH PROFICIENT STUDENTS: A BLUEPRINT FOR A SECOND GENERATION, 1993)

New Ways of Assessing Student Achievement

GOALS 2000 ENCOURAGES STATES AND communities to develop new ways of assessing student achievement, including the use of performance-based measures, portfolios, computer-assisted tests, and other alternatives to standardized tests. Grants will be offered to states or groups of states to help them develop and adopt new assessment methods that are aligned with content and performance standards.

There are important equity issues to be resolved as states and LEAs adopt assessments to document student achievement and evaluate state and local reform efforts. Much work will need to be done to make sure LEP students are included in assessments and that the performance measures adopted are appropriate for them.

"An assumption implicit in GOALS 2000 is that new assessments such as performance based measures and portfolios will change the nature of the teaching/learning process and that these new assessments will enable students to more aptly demonstrate what they know and can do. However, even with new assessment technologies, equity is still a concern for LEP students."

"LEP students who are instructed in their native language, should be assessed in that language. LEP students who are better able to demonstrate content knowledge in their native language even though they have not received native language instruction, should also be assessed in their native language."

(Source: August, Hakuta & Pompa, FOR ALL STUDENTS: LIMITED ENGLISH PROFICIENT STUDENTS and GOALS 2000 (FOCUS, No. 10), 1994)

IASA: Improving America's Schools Act

In October 1994, President Clinton signed into law the *Improving America's Schools Act*, which reauthorizes the *Elementary and Secondary Education Act (ESEA)* for five years. The law supports K–12 education programs such as accelerated education programs for limited English proficient (LEP) students, and professional development initiatives for teachers. In addition to funding programs, the *IASA* legislation enacts major program and policy changes that are likely to have a significant impact on school reform.

Highlights of the IASA

- ☆ authorizes full participation of eligible LEP students in Title I programs for economically disadvantaged children
- ☆ obligates states to develop comprehensive plans that include provisions for meeting the needs of LEP students
- ☆ requires multiple assessment measures to monitor students' progress and requires reporting results for LEP and migratory students
- ☆ encourages a wide range of parent involvement initiatives, including literacy assistance programs
- ☆ anticipates close coordination between schools and community partners.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 Summary Sheets)

The changes in *IASA* are designed to link existing federal programs with the underlying objectives of *Goals 2000*. Both view setting high performance standards as the central mechanism for stimulating school reform. Like *Goals 2000*, *IASA* places emphasis on the professional development of teachers, and both seek to broaden the participation of parents and community members in the education of their children and the life of the school.

Title I: Helping Disadvantaged Children Meet High Standards

TITLE I (FORMERLY CHAPTER I) SUPPORTS programs to assist economically disadvantaged and at-risk children and youth. Title I grants to states now will be tied to systemic (comprehensive) reform of the schools to help them achieve the challenging standards in core academic subjects set by states and communities; to involve parents and communities in learning; to improve teaching through better professional development; to use technology to improve teaching and learning; and to make schools safe and drug-free. Programs like Title I, Bilingual Education, and Drug-Free Schools will become integral parts of reform efforts, rather than independent programs, with separate plans, segregated resources, and little coordination.

According to the reauthorized Title I:

"...limited English proficient children are eligible for services on the same basis as other children selected to receive services..." (*IASA*, Section 1115, B, 2); and

"...limited English proficient students... shall be assessed, to the extent practicable, in the language and form most likely to yield accurate and reliable information on what students know and can do, to determine such students' mastery of skills in subjects other than English..." (*IASA*, Section 1111, F, iii).

THE NEW TITLE I REQUIRES states to submit plans that demonstrate that they have challenging content standards specifying what children are expected to know and be able to do and performance standards in at least the curricular areas of mathematics and reading. These school-improvement plans may be based on the state's *Goals 2000* comprehensive plan.

A state's Title I plan must show how LEP students will be served, and how Title I and other resources will be used for schoolwide reform strategies to meet the needs of all students.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 SUMMARY SHEETS)

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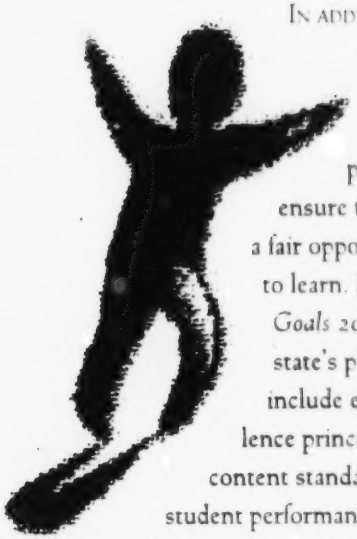
Promoting Learning for All Students



In addition to promoting standards, Title I asks states to include in their plans strategies to ensure that each child has a fair opportunity to learn. Like *Goals 2000*, a state's plan is to include excellence principles, content standards and student performance standards as well as develop high quality student assessments to help districts and schools provide all students with equal access to educational resources.

Close collaboration is expected between Title I and Title VII in this regard, to make sure LEP students have access to the curriculum, quality of instruction, and other resources needed to achieve the standards set for all children.

Policy recommendations for the state role in helping secondary schools meet the needs of LEP students include:

- ☆ establish state-supported locally-based networks to disseminate information and allow educators to share information about what works for LEP students under different demographic conditions;
- ☆ conduct comprehensive staff development to provide all secondary school teachers with training in second language acquisition;
- ☆ increase state's investment in classroom resource materials specifically for language minority students;
- ☆ develop State Department of Education initiative to bring practitioners and researchers together to advance the state-of-the-art to provide effective programs and services for secondary level students.

(Source: Minicucci & Olsen, Programs for Secondary Limited English Proficient Students: A California Study (FOCUS, No. 5), 1992)

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Schoolwide Programs

"The average performance of all students in high-poverty schools resembles that of Title I students in low-poverty schools. Where poverty is concentrated, the poverty level of the school itself is an impediment to the performance of all children in school."

U.S. Department of Education, Office of the Under Secretary

UNDER TITLE I, SCHOOLS ARE ENCOURAGED to adopt schoolwide approaches that support instructional reform. Schoolwide programs permit Title I funds to be combined with other federal (Title II, Title II of *Goals 2000*), state, and local funds to support programs for all students in the school, not just students identified as Title I eligible.

In particular, Title VII funds can be combined with Title I resources to support schoolwide programs. By combining resources, schoolwide programs can increase the amount and quality of instruction and enrich the curriculum for all students in the school.

Elements of Successful Schoolwide Projects

- ☆ Schoolwide projects should start with a school-generated needs assessment and planning process that results in a set of goals and a working plan.
- ☆ School staff need to be involved in developing the plan and need on-going training and professional development as the school implements changes.
- ☆ Schoolwide projects need to significantly expand opportunities for parent and community involvement, including offering language assistance for those with limited English proficiency.
- ☆ Successful projects change the way they offer instruction throughout the school, helping many more students achieve higher standards.
- ☆ A variety of assessment tools should be used to monitor student progress, including a combination of tests, students' work, and mastery skills checklists.

(Source: U.S. Department of Education, Office of the Under Secretary, IMPLEMENTING SCHOOLWIDE PROJECTS, AN IDEA BOOK, SUMMARY, 1994)

The Nature of Exemplary Schools

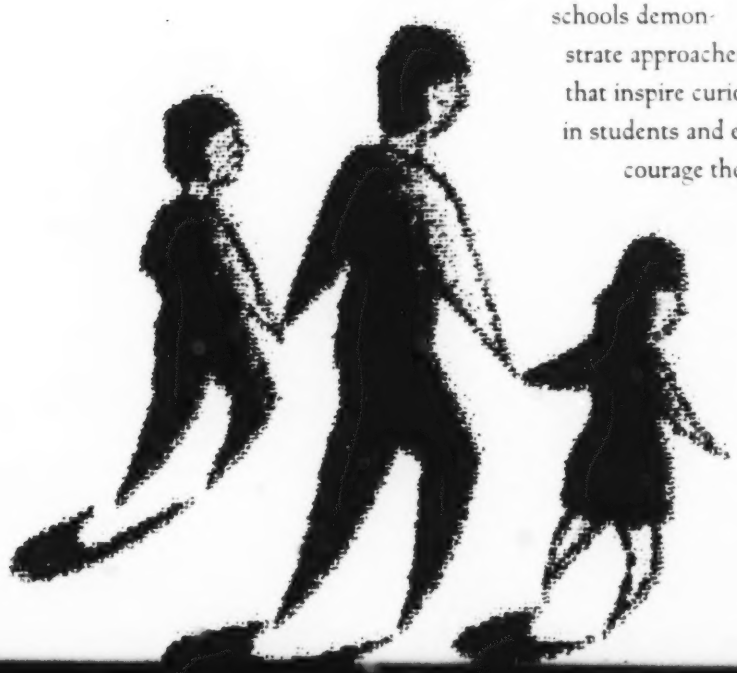
CASE STUDIES OF EIGHT EXEMPLARY SCHOOLS providing outstanding education for LEP students show that they emphasize cooperative learning in untracked classes where students learn from one another. Schools described in the case studies were selected from 150 nominated sites in a study on school reform and diversity conducted by the National Center for Research on Cultural Diversity and Second Language Learning in collaboration with BW Associates. These schools demonstrate approaches that inspire curiosity in students and encourage them to think critically. In teaching math and science, teachers foster autonomous learning that allows students to master content in a context meaningful to them. Teaching styles provide students with adequate opportunities to produce oral and written English and emphasize an exchange of ideas in an intellectual conversation. When students fall behind academically, the schools place them in an accelerated learning environment to provide them with the opportunity to learn to high levels.

Curriculum Features of an Exemplary School*

- ☆ Whole Language
- ☆ Cooperative Learning
- ☆ Literature-based Curriculum
- ☆ Writing Workshop
- ☆ Accelerated Reading Program
- ☆ After-school tutoring
- ☆ Summer School
- ☆ Enrichment Time

** Del Norte Heights Elementary School, Ysleta Independent School District, El Paso, Texas*

(Source: Berman, Minicucci, Nelson & Woodword, SCHOOL REFORM AND STUDENT DIVERSITY VOLUME II, CASE STUDIES, 1995)



Part C: Education of Migratory Children

To help reduce the educational disruptions resulting from repeated moves, the Migrant Education Program (MEP) provides grants to states to support high quality and comprehensive educational programs for children of the nation's migratory farmworkers and fishers. The MEP provides supplementary instruction in reading, language arts, and math to migrant students who are often behind in school or have limited English proficiency.

"...educational needs are particulary great for low-achieving children in our Nation's highest-poverty schools, children with limited English profiency, children of migrant workers, children with disabilities, Indian children, children who are neglected or delinquent, and young children and their parents who are in need of family-literacy services... ."

(Source: U.S. Congress, Improving America's Schools Act (P.L. 103-382), Title I, Section 1001, b, 3, 1994).

Important substantive changes were included in the reauthorized legislation to improve the quality of services provided to migratory children and to expand their access to Title I and other related programs.

The new statute:

- Clarifies that the program purpose is to address the special educational needs of migratory children in a coordinated, integrated and efficient way, through high quality and comprehensive programs;
- Targets the most recently mobile children, who experience the most disruption in schooling, by limiting the population counted for funding purposes to those who have moved within the last three years;
- Encourages the formation of consortia of states and other appropriate entities to reduce administrative costs and make more funds available for direct services for children;
- Requires that states transfer student records and other data to other states and schools as students migrate;
- Establishes a new priority for services for migratory children whose education has been interrupted during the school year who are failing or at risk of failing to meet their states' content and performance standards;
- Authorizes peer review of state applications;
- Promotes coherent systemwide educational reform across the MEP, Title I Part A grants and other relevant grant programs;
- Requires that, except when used in schoolwide programs, MEP funds must first be used to provide services that meet the identified needs of migratory children; and
- Broadens the definition of a migratory child to include children who themselves are migratory workers or spouses of migratory workers.

Title II: Dwight D. Eisenhower Professional Development Program

FOR 1995, THE TITLE II APPROPRIATION is for teacher training, most of which will go for state and LEA grants. A major portion of the funding supports professional development in mathematics and science.

The Eisenhower Professional Development Program, supports state and local initiatives to provide intensive, high quality professional development in the core academic subjects. States may use a portion of the funds for statewide activities, including revising licensing requirements, supporting professional development networks, and providing incentives to teachers to become certified by nationally recognized professional teacher enhancement organizations. But the bulk of a state's grant funds must be redirected to LEAs and institutions of higher education.

Each state will receive an Eisenhower grant based on its Title I enrollment and the size of the school age population. States must submit a plan for its use of the grant.

UP TO 20 PERCENT OF AN LEA's Eisenhower funds can go to support districtwide programs. The remaining funds must be used to support professional development of staff of individual schools. Funds can be used to support programs to increase the capacity of teachers to work with LEP students in core academic subjects, if this is tied to the school's reform efforts.

LEAs' plans also must include a description of how professional development funds available through other federal programs (e.g., Title I, Title VII, National Science Foundation grants) will be coordinated. LEAs are encouraged to try out approaches to professional development that are "embedded" in the daily work of teachers, rather than the traditional pull out, one-shot inservice programs.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 SUMMARY SHEETS)

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Title VII: Bilingual Education, Language Enhancement and Language Acquisition Programs

"Title VII contains significant changes that offer us great opportunities to revitalize the field to improve the educational services provided to linguistically and culturally diverse students..."

Eugene E. Garcia,
OBEMLA Director

ORIGINALLY ENACTED IN 1968 AND reauthorized five times since then, Title VII has focused on increasing the capacity of LEAs and states to meet the needs of limited English proficient (LEP) students. As reauthorized in 1994, Title VII seeks to end the fragmentation of bilingual education programs and their isolation from other school reform efforts. Title VII provides grants to states and LEAs for programs that link the education of LEP students to efforts to alter the entire system.

Title VII operates from the principle that content and performance standards are for all children. Title VII grants are designed to help school districts and states so they can provide LEP students with an equal opportunity to achieve the same challenging standards that are advocated for all students. A state's content standards developed under *Goals 2000* or Title I will be the same standards used for LEP students.

A New Direction in Policy

MOVING AWAY FROM THE deficiency model of bilingual education, Title VII is the legislative tool to implement a new direction in bilingual education. This new direction is conceptualized in a set of principles that include:

1. all children can learn to high standards;
2. limited English proficient children and youth must be provided with an equal opportunity to learn the challenging content and high-level skills that school reform efforts advocate for all students; and
3. proficiency in two or more languages should be promoted for all students. Bilingualism enhances cognitive and social growth and develops the nation's human resources potential in ways that improve our competitiveness in the global market.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 SUMMARY SHEETS)

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ALL FOUR LEA GRANT categories may be implmented in a variety of ways. These include programs for families, supplementary support services to LEP students (extended day, summer programs, counseling, vocational advisement, tutorials), and the acquisition of materials to support instruction of LEP students. Priority will be given to programs designed to ensure proficiency in both English and another language.

Grants for special alternative instructional (SAIP) programs, under Subpart I - Bilingual Education Capacity and Demonstration Grants, are not to exceed 25 percent of the funds provided for any type of grant under any section, or of the total funds provided under Subpart I for any fiscal year. Under special circumstances, the Secretary may award additional SAIP grants (Subpart I, Section 7116, (i), (3) A, B).

(Source: U.S. Congress, IMPROVING AMERICA'S SCHOOLS ACT (P.L. 103-382), 1994)

Grants to School Districts and States

TITLE VII GRANTS PROMOTE SYSTEMIC (comprehensive) reform as well as build local capacity to serve the needs of LEP students. They also ensure that Title VII programs are not isolated from the on-going reform efforts in the school by emphasizing schoolwide programs.

Title VII grants offer LEAs and states considerable flexibility in designing and implementing programs for LEP students. But, like *Goals 2000* and Title I, with this increased flexibility comes greater accountability. The new Title VII programs place more emphasis on research and evaluation than has been the case in the past. More weight will be placed on student achievement on state's content standards and student performance standards as developed under Title II of *Goals 2000*.

- **Program Development and Implementation Grants** are to be awarded for the purpose of developing and implementing new comprehensive, coherent and successful preschool, elementary or secondary bilingual education or special alternative instruction programs that are coordinated with other relevant programs and services to meet the full range of educational needs of LEP students and their families.
- **Program Enhancement Projects** are to be awarded for the purpose of carrying out highly focused, innovative, locally designed projects to expand or enhance existing bilingual education or special alternative instruction programs for LEP students.
- **Comprehensive School Grants** are to be awarded for the purpose of implementing schoolwide programs aimed at reforming, restructuring and upgrading relevant programs and operations including acquiring and upgrading materials, meeting inservice needs and career and academic counseling that serve all (or virtually all) children and youth in schools with significant concentrations of LEP learners.
- **Systemwide Improvement Grants** are to be awarded for the purpose of implementing districtwide programs aimed at improving, reforming and upgrading relevant programs and operations within an entire local educational agency (LEA) with significant concentrations of LEP learners.

(Source: U.S. Congress, IMPROVING AMERICA'S SCHOOLS ACT (P.L. 103-382), 1994)

Two-Way Developmental Bilingual Education Programs

TITLE VII PROVIDES FINANCIAL ASSISTANCE TO local education agencies in developing and enhancing their capacity to provide high-quality instruction through bilingual education and special alternative instruction programs to LEP students. The law requires that the Secretary give priority to applications which provide for the development of bilingual proficiency both in English and another language for all participating students. This priority applies to the four new Subpart 1 programs: Program Development and Implementation Grants, Program Enhancement Projects, Comprehensive School Grants and Systemwide Improvement Grants.

The additive bilingual environment of DBE programs is designed to help students achieve fluency and literacy in both languages, meet grade-promotion and graduation requirements by providing instruction in content areas and develop positive cultural relationships.

Two-Way Developmental Bilingual Education (DBE) is proving to be an effective program of instruction in elementary and secondary schools in which students develop proficiency in English and a second language. Ideally, students are integrated in classes of approximately equal numbers of native English speakers and target language speakers to encourage peer interaction. The percent of instruction in both languages varies from program to program depending on local needs, resources and attitudes. Design varieties include a 50/50 model throughout the duration of the program, 90% target language with 10% English instruction (increasing over the years to 50/50) and language instruction separated by content area.

Expanded Roles for the States

States are expected to play a greater role in planning and coordinating among services to LEP students. They also are expected to increase their efforts to disseminate information about effective programs and practices. The states will play a critical role in promoting the development and use of more accurate assessments that are keyed to state standards. Grants will be made to SEAs to support the collection and use of information about LEP students and programs.

States will review LEA applications for Title VII funds to determine whether they are consistent with the state's overall school reform plan, its *Goals 2000* plan or the state Title I plan. States will also address in their Title I plans how they will resolve problems associated with shortages of personnel trained to work with LEP students.

(Source: U.S. Department of Education, Office of Public Affairs, IASA 1994 Summary Sheets)

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Efforts to Improve Research and Evaluation

RESEARCH AND EVALUATION ARE emphasized under the new Title VII. The research agenda includes funding studies of issues related to English and native language assessment and effective bilingual education practices. Funds will be available to support the development of assessments for use in Title VII programs.

The Title VII research agenda for bilingual education requires the U.S. Department of Education to collect and integrate into its data system, reliable data on language minority and LEP students.

The research agenda will result in reliable research findings and in practical knowledge to be applied in the field to lead to substantive improvement in meeting education needs of LEP students. Provisions under Title VII for research include:

- Funding for research activities, including field-initiated research;
- Academic Excellence Awards for dissemination;
- SEA grants to assist in the data collection and evaluation;
- National Clearinghouse for Bilingual Education (NCBE) for collecting, analyzing and disseminating information.

EVALUATION REQUIREMENTS for grants will increase program accountability. Programmatic educational success will be determined by how well (1) students are achieving the state student performance standards, (2) program implementation indicators inform and improve program management and effectiveness (3) and program context indicators describe the relationship of grant activities to the overall school and other programs (e.g., Title I, II, state, local) serving LEP students.

(Source: U.S. Department of Education, Office of Public Affairs. IASA 1994 SUMMARY SHEETS)

Support for Professional Development

With appropriate planning, funds from Titles I, II and VII can be combined to support professional development activities to improve services for LEP students. Other *IASA* categorical programs (Titles IX and XIII) also provide resources to support professional development. The new Comprehensive Regional Assistance Centers will provide technical assistance to LEAs and states in designing and implementing professional development programs.

Title VII supports professional development activities for teachers and other educational personnel to improve educational services for LEP students. All Bilingual Education Capacity and Demonstration Grants (under Subpart 1) encourage professional development activities for school staff. Professional Development Programs (under Subpart 3) encourage inservice and preservice training for teachers and other educational personnel and must be designed to assist participants to meet local and state certification requirements for bilingual educators.

Title VII Professional Development Grants

Training for All Teachers Program provides grants for up to five years to states, LEAs and IHEs. The grants are designed to encourage the incorporation of curricula specific to the needs of LEP students into professional development programs for teachers and other educational personnel.

Bilingual Education Teachers and Personnel Grants authorizes grants up to five years to IHEs, in collaboration with states and LEAs, to develop and expand preservice and inservice professional development programs to train bilingual education teachers and other educational personnel. Grants to SEAs and LEAs are awarded for inservice professional development.

National Professional Development Institutes assist schools or departments of education in IHEs to improve the quality of professional development programs for persons serving or preparing to serve LEP students. Grants are awarded to IHEs for five years.

Bilingual Education Career Ladder Program supports programs to upgrade the qualifications and skills of non-certified staff, especially paraprofessional staff, working in bilingual education programs. Grants will be awarded for up to five years to IHEs that are working collaboratively with states and LEAs.

Graduate Fellowships in Bilingual Education Program provides fellowships for master's, doctoral, and post-doctoral studies in programs related to the education of LEP students in areas such as teacher training, program administration, research and evaluation, and curriculum development.

Promoting Greater Parent and Community Involvement

LIKE GOALS 2000 AND TITLE I, THE NEW directions in Title VII programs are expected to lead to increased parent and community involvement. Title VII funds can be used to support outreach and parent education programs necessary to promote increased parent participation.

TITLE VII FUNDS ALSO can be used to support partnerships with employers and community-based organizations to provide LEP students with school-to-work transition and vocational education programs. Title I resources can be used to coordinate community-based health and social services, which can include services to families of Title I, eligible LEP students.

(Source: U.S. Congress, IMPROVING AMERICA'S SCHOOLS ACT (P.L. 103-382), 1994)

As outlined in Title I, *IASA*, schools will develop and distribute to parents a written parental involvement policy and conduct, with the involvement of the parents, an annual evaluation of its content and effectiveness. Title I also requires that "...in carrying out the parental involvement requirements...local educational agencies and schools, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency...including providing information and school profiles in a language and form such parents understand...." (*IASA*, Title I, Section 1118, f). Parents can be involved in all aspects of Title VII programming, including needs assessment activities, planning, program implementation, and evaluation.

The formation of partnerships between schools and the larger community is an important theme of both *Goals 2000* and *IASA*. Title VII, for example, calls for increased networking among the federal and state programs that provide services to LEP students and their families. The red tape and restrictive regulations that previously blocked coordination among federally-funded programs like Head Start, Even Start, Title I and Title VII have been significantly reduced.

Additional Programs Authorized Under Title VII

Part B: Foreign Language Assistance Program

The study of a foreign language can increase children's capacity for critical and creative thinking skills. Title VII, Part B, awards (discretionary) grants to SEAs to promote systemic approaches that improve foreign language learning in the state.

Grants to LEAs are for programs that show promise of being continued beyond the grant period; demonstrate approaches that can be duplicated or disseminated to other LEAs and may include a professional development component. The federal share of the cost (50 percent) is for innovative model programs providing for the establishment, improvement or expansion of foreign language study for elementary and secondary school students (75 percent of the funds are for elementary schools; 25 percent for secondary schools). Special consideration will be given to programs that include intensive summer foreign language programs for professional development; link non-native English speakers in the communities with schools in order to promote two-way language learning; or promote the sequential study of a foreign language for elementary students.

Formula (incentive program) grants will be awarded to public elementary schools providing programs leading to communicative competency in a foreign language.

National standards in Foreign Language Education presently under development by the American Council on the Teaching of Foreign Languages and the American associations of teachers of French, German, Spanish and Portuguese include three underlying principles related to language and culture. The third underlying principle reads as follows:

"Language and Culture Education is part of the core curriculum and it:

- ☆ is student-centered, interactive and success-oriented,
- ☆ focuses on communication and cultural understanding,
- ☆ develops and enhances basic communication skills and higher-order thinking skills,
- ☆ accommodates varied learning styles,
- ☆ is supportive of and integrated with the entire school experience,
- ☆ incorporates effective strategies, program models, assessment procedures and technologies,
- ☆ reflects evolving standards at the national, state and local levels."

(Source: ACTFL, et., al., Draft National Standards in Foreign Language Education, 1994)

Part C: Emergency Immigrant Education Program

Title VII, Part C, awards grants to SEAs to assist LEAs that unexpectedly experience significant increases in their immigrant student enrollment. LEAs are to provide high quality instruction to immigrant children and youth and help them with their transition into American society. Immigrant students are to meet the same challenging state performance standards expected of all children and youth as specified in the state plan submitted under the *IASA* or *Goals 2000*.

Districts eligible to receive EIEP funds must have at least 500 immigrant students enrolled or at least three percent of its student population must be immigrants. District eligibility and funding amount will be based on only those immigrant students that have received less than three academic years of schooling in the U.S.

> "The Congress finds that the education of our Nation's children and youth is one of the most sacred government responsibilities...as in the case of Plyler v. Doe, the Supreme Court held that States have a responsibility under the Equal Protection Clause of the Constitution to educate all children regardless of immigration status..."
>
> (Source: U.S. Congress, Improving America's Schools Act (P.L. 103-382), 1994)

Funding may be used to support activities enhancing instructional opportunities for immigrant children and youth including family literacy, salaries for specially trained personnel, acquisition of curricular materials and educational software and costs for basic LEA services resulting from the influx of these students.

Title XIII: Support and Assistance Programs to Improve Education

Part A: Comprehensive Regional Assistance Centers

The *IASA* consolidates the functions of 49 categorical technical assistance centers (e.g., Title I TACs, Migrant Education Centers, Title VII Multifunctional Resource Centers) into a networked system of 15 Comprehensive Regional Assistance Centers to provide comprehensive training and technical assistance related to administration and implementation of *IASA* programs. The comprehensive technical assistance provided by the centers will help states, LEAs, tribes, community-based organizations, participating IHEs and schools integrate federal, state and local programs in ways that contribute to improving schools and entire school systems. To provide a team approach to problem solving and reduce duplication and fragmentation, the centers will be staffed by personnel with experience and expertise in *IASA* programs.

THE TITLE VII-FUNDED Multifunctional Resource Centers (MRCs) and the Evaluation Assistance Centers (EACs) will be integrated with the network of Comprehensive Regional Assistance Centers. *IASA* also continues to support a National Clearinghouse for Bilingual Education, which is responsible for collecting, analyzing, and disseminating information about bilingual education.

(Source: U.S. Congress, IMPROVING AMERICA'S SCHOOLS ACT (P.L. 103-382), 1994)

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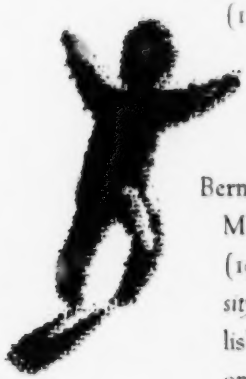

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NCBE

National Clearinghouse for Bilingual Education

The National Clearinghouse for Bilingual Education (NCBE) collects, analyzes and disseminates information related to linguistically diverse students in the U.S. to school-based practitioners, administrators, researchers, university and college faculty, policymakers, librarians, students and parents.

Services:
NCBE provides information services through its online services, a Fax Service, and its telephone reference and referral service. NCBE publications include Program Information Guides, FOCUS (occasional papers) Directions in Language and Education and FORUM (bimonthly newsletter). NCBE also disseminates the OBEMLA Fax Newsletter and the OBEMLA Director's Letter to the Field.

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Note:
Contact NCBE for information on how to obtain copies of: IASA legislation; Title VII program application packages; EDGAR (1995); listings of successful bilingual education program models (Academic Excellence Programs); NCBE publications or other items of interest included in this document.

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